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ABSTRACT

It has been suggested that the problems of foreign students are typically different from and of greater concern than are the problems of American students in higher education settings. Foreign students who must adjust to massive environmental, sociological, and psychological change may be afflicted by what amounts to an emerging disorder of life. The experience of being a foreign student is frequently a difficult and unsettling one, involving periods of isolation and loneliness. This study examined loneliness among Chinese college students (N=52). An unexpected finding revealed that Chinese students apparently encountered more isolation than loneliness. The results suggest that Chinese students studying in the United States possess and exercise social and psychological skills, but they experience cultural and language differences and difficulties which lead to social isolation and potential/emotional loneliness within American society. The lack of appropriate social and language skills may result in stronger feelings of loneliness for Chinese students. (Implications for counseling and the survey instrument are included.) (BHK)

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AN INVESTIGATION OF FEELINGS OF LONELINESS AMONG CHINESE STUDENTS IN THE UNIVERSITY OF TEXAS AT AUSTIN

by

WenChun Cho

REPORT

Presented to the Faculty of the Graduate School of
The University of Texas at Austin
in Partial Fulfillment
of the Requirements
for the Degree of

Master of Education

THE UNIVERSITY OF TEXAS AT AUSTIN

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AN INVESTIGATION OF FEELINGS OF LONELINESS AMONG CHINESE STUDENTS IN THE UNIVERSITY OF TEXAS AT AUSTIN

APPROVED

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Chapter 1

Introduction

Since the midpoint of the 20th century, the numbers of students enrolled at centers of higher education outside the borders of their countries have changed drastically. The rapid increase of international students, especially from Asian cultures on U.S. campuses, and their special needs have challenged college student personnel workers (Wehrly,1986). Day and Hajj (1986) suggested that the problems of foreign students are typically different and of greater concern than are the problems of American students in higher education settings. Alexander, Klein, Workneh, and Miller (1981) have pointed out that many international students experience a painful period of adjustment. Foreign students who must adjust to massive environmental, sociological, and psychological change may be afflicted by what amounts to an emerging disorder of life. Several characteristics of this period are identified as vulnerability, loneliness (Alexander et al,1981), helplessness, desire for dependence, fear, powerlessness, feelings of isolation (Day & Hajj, 1986) and alienation (Schram & Lauver, 1988). Furthermore, the life and academic stress experienced by most international students may be ongoing while they study in the United States.

In the United States, the phenomenal growth in the numbers of international students at colleges and universities is reflected in several

statistics. In 1981, the Institute of International Education reported 286,340 international college and university students studying in the U.S.A. from 1971-1980. In 1980-1981 the American Council on Education Committee on Foreign Students survey reported 312,000 foreign students on U.S. campuses (Sculy, 1981). The publication also predicted that foreign students enrolled within the United States in 1990 would triple the 1980 figure.

Of those increasing numbers, more non-western students have been coming to participate in advanced studies year by year (Wehrly,1986). By 1984-1985 the international student population was 342,113, of which Southeast Asians accounted for 143,680, over 40% of the total population (Fernadez, 1988).

According to the Directory of International Students at the Office of Institutional Studies at the University of Texas at Austin, Texas, there was measurable growth in the numbers of Asian students from 1986 to 1989 at University of Texas at Austin. For example, the number of the international students in 1988 was 3,374, and 2,087 for Asian students; in 1989 was 3,562 and 2,286 for Asian students. Furthermore, Chinese students experienced the largest numerical population among international students at U.T. in 1988 (644, 19.1%) and 1989 (722, 20.3%).

Among the international students, Chinese students who come from non-western cultures with different languages, traditions, and social norms may experience greater difficulty in adjustment during their stay in the United States. Domingues (1970) suggested that the greater the

difference between their cultural backgrounds from that of the United States, the more likely the international students would develop emotional problems of adaptation. Rising and Copp (1968) have shown that maladjustment is more prevalent among students from non-western and developing nations. It has been suggested that Asian students, specifically those with origins in China, Korea, or Japan, seem to be particularly prone to misunderstandings and social isolation from Americans (Hull, 1978). And, the Chinese students who traditionally tended to be involved in groups and to share things with family and friends are in conflict in the United States, which is individual-oriented. This loss of group experiences, feelings of loneliness and inadequacy would be intense and inevitable in the life of the Chinese student (Kuo & Emil, 1983).

With the increase in the numbers of Chinese students, who are the primary population among Asian students, there is an urgent need for more specific counseling services relevant to those students in higher education institutions. Counselors engaged in working with Chinese students should acknowledge their particular life style, their feelings, and their humanity.

The Statement of Problem

Apparently, increasing numbers of students from different countries, especially non-western countries, have joined others on the U.S.A. campuses, turning the college and university communities into microcosms of the many cultures (Wehrly, 1988). During the 1970s there was an increased effort to provide effective counseling services to individuals from different cultures (Baum & Lamb,1983). Many studies in the past have dealt with international students adjustment, assimilation, and adaptation (Spaulding & Flack, 1976). Other studies also suggested that cultural barriers between client and counselor may have a negative impact on counseling effectiveness (Baum & Lamb, 1983). The issue of cultural shock for Asian students also has been considered by institutional services on U.S. campuses, as reported by Dillard and Chisiom (1983), and Fernandez (1988). Furthermore, Alexander et al (1976) determined in their study that foreign students commonly experience psychosomatic and emotional problems. In light of these studies, it is clear that the common problems of international students and the affect of counseling has been examined by researchers.

However, as a result of a literature review, there seems to be a need for further exploration pertaining to Chinese students' unique modes of emotional adjustment and psychological needs in higher education. Too often, however, investigators have limited their studies of foreign students in the United States to attitudinal changes and to variables of

social adjustment pertaining to attitudes (Hull,1978). In many cases too much time seems spent on documenting the significance of cross-cultural counseling while one of the most essential ingredients of the counseling process--the students themselves, are overlooked. It is being contended that there are too few surveys focusing on the psychological and emotional problems of Chinese students, specifically dealing with, nostalgia, and loneliness, for example.

Assuming that the needs and concerns of all foreign students are the same, just because most foreign students share certain common problems, is not significant and may be misleading. In addition to those common problems of foreign students, there are also specific concerns peculiar to each foreign student group. For instance, what is the impact of different cultural and different languages on Chinese students' psychological welfare? How do these "minority" groups perceive their psychological problems, cope with their emotional ups and downs and, at the same time deal with the academic demands?

Assisting individuals in their search for psychological well-being is a central concern of counseling and guidance professions. To examine and understand feelings of loneliness, a critical psychological problem for Chinese students, seems to be important to culturally-relevant counseling with these students. The particular pattern of life on U. S. campuses and the unique emotional adjustment among Chinese students should call for exploration of their feelings of loneliness in order to promote their integration and adjustment.

Definition

Chinese students -- In this report, the particular "psychological adjustment problem" primarily refers to the feeling of loneliness among Chinese students, who are the largest number of international students on the U.T. campus (see page 2). Chinese students are mainly defined as those non-immigrant students from Mainland-China, and Taiwan which are non-English speaking countries.

Loneliness -- Peplau and Perlnan (1982) defined loneliness as a deficiency in one's social relationships that is subjectively experienced as unpleasant. When an individual is lonely, the feeling invades every aspect of his/her life (cited in Sundberg, 1988). Sadler and Johnson (1980) argues that the larger the number of areas of relationships in which deficit is experienced at any time, the greater the impact of loneliness and more difficult it is for the individual to get through it. Loneliness seems to be an aversive experience, similar to other negative affective states such as depression or anxiety (cited in Russell, Cutrona, Rose, & Yurko, 1984).

Furthermore, according to Weiss's viewpoint (1973), loneliness is regarded as relational deficit and is specified into two distinct types - Social loneliness and Emotional loneliness. He defined loneliness as the following:

The loneliness of social isolation is associated with the absence of an engaging social network and this absence can only be remedied by access to such a network.

The dominant symptoms of this form of loneliness are feelings of boredom or aimlessness, together with feelings of marginality.

The loneliness of emotional isolation appeared in the absence of a close emotional attachment and can only be remedied by the integration of another emotional attachment or the reintegration of the one that had been lost. The individual may describe the immediately available world as desolate, barren or devoid of others. The individual may say that he or she feels empty, dead or hollow (Weiss, 1973, pp. 18-19; italics added).

From a broader perspective, Social loneliness could result from the lack of a network of social relationships in which the person is part of a group, family or friends who are accustomed to sharing common experiences, interests and activities. Emotional loneliness may result from the absence of a close, intimate attachment to another person, such as a boyfriend/girlfriend, or a spouse.

Purpose

The purpose of this study is primarily to identify and examine the significance of some aspects of loneliness among Chinese students, using Weiss's definition. It is hoped that in addition to the potential benefits to Chinese students who are studying in the United States, the results of this project will be of interest and useful to counseling services to this particular population, and may be extended to assist all Asian students studying in the U.S. higher education.

Chapter 2

The Review of the Literature

The Possible Reasons for Social Loneliness

Although more and more Chinese students are enrolled in higher education in the United States, the experience of being a foreign student is frequently a difficult and unsettling one, involving periods of isolation and loneliness (Hull, 1978). Wehlry (1986) suggested that homesickness and loneliness are pervasive and depression is common. Furthermore, feelings of loneliness and homesickness may lead to depression, tears and various kinds of escape behaviors. In extreme cases, this impact may require psychotherapy (Hull, 1978).

Before going aboard most Chinese students have had a great deal of social contact with host country nationals. When they come to the United States to study, support groups, parents and friends are left behind. Separation from the extended family support system to which most of Chinese students are accustomed could be stressful as well, particularly if the students have difficulty in building a new support system while they study in the United States (Wehlry, 1988).

Russell et al (1984) indicated that there is a common core of experiences that exists in loneliness, and the commonalities could be

found in the experiences of a lonely first-year college student. During the earlier stage of matriculation, Chinese students may encounter difficulties in adapting to new social and academic environments and adjusting to the psychological impact. At this point, the feeling of loneliness results from the absence of the cherished figure rather than from the experience of its loss (Weiss, 1973). Loneliness within Chinese students who are far away from home concerns the lack of social support, which would be referred to as Social loneliness as described by Weiss (1973).

According to one study of adjustment of international students, Chinese students reported the greatest difficulty with the English language (Stafford, Marion, & Salter, 1980). Their perception of language deficiency seems to have a negative impact on their communication with people in the host country. Since human beings are inherently social, having relationships with others is a primary aspect of human experiences. In earlier stages, due to language deficiency, Chinese students are often apt to lose an opportunity of social interaction and successful deeper relationships with Americans or other international students. Alexander et al (1976) also indicated that warm, intimate international social contacts are exceptional for foreign students on American Campuses . Several research studies suggested that for whatever reasons, contact with Americans is an essential part of a successful sojourn (Alexander et al, 1976, & Hull, 1978). From this perspective, more contact with American students or friends may prevent Chinese students from being lonely. In other words, social loneliness may be caused if Chinese students fail to

build a new social support system in the U.S. during the earlier stage of their sojourn.

The Possible Reasons For Emotional Loneliness

According to the statistics most Asian students, including Chinese students, in the U.S.A. are seeking undergraduate or graduate education (Alexander et al, 1976). Thus they tend to be in their twenties. It should be noticed that most Chinese students, in this case, are at the age of marriage, which is described as the stage of intimacy vs. isolation by Eric Erikson. This stage occurs between the ages of 20 to 35 and requires individuals to complete the main task of establishing close relationships with friends, and even a mate (Freibergn, 1987). In this stage of intimacy, individuals want to belong to a small group. Examples would include a marital partner or a circle of close friends who exchange personal information with one another. Derlega and Margulis (1982) suggested that individuals are unlikely to be lonely in an intimate relationship. In other words, if the individual does not get through the main conflict of intimacy vs. isolation, he/she may suffer from a sense of isolation and self-absorption (Freiberg, 1987). The study by Stephan, Fath, and Lamm (1988) also found that students without a steady partner are lonelier than those with a steady partner. The majority of Chinese students seem to be encountering this critical conflict which would result in Emotional loneliness.

As a cultural reality, most Chinese students give their highest priority to academic achievement and consider interpersonal happiness a luxury (Chu, Yeh, Klein, Alexander & Miller, 1971). Chinese students have to adjust to a different culture, as well as a new academic experience, while under strong pressure to succeed (Hull, 1978). To overcome cultural and language difficulty, social and recreational activities are possibly sacrificed, to a degree, for academic achievement. In other words, Chinese students may suppress their emotional satisifaction when they choose to focus on academics. Therefore, the burden of coping with both academic pressures and psychosocial developmental tasks makes the additional effort in coping with loneliness very difficult.

Stafford et al (1980) found that unmarried students from India/Pakistan and the Orient reported a high level of difficulty in social relationship with members of the opposite sex. Because they are studying in a foreign country, Chinese students do not possess as many social opportunities as they had in their home- country. How and where to find other foreign students of the opposite sex from their own countries is an important concern for single Chinese students who have been in the United States for some time. It is understandable that these social concerns for Chinese students become more critical in the United States and may highlight the distressing feeling of Emotional loneliness.

Summary of the Literature

On the whole, social loneliness seems to imply that coping with feelings of social loneliness has to do with the length of time the Chinese student has studied in the United States. It is also important for the Chinese student to develop a new social network and possess the feeling of belongingness during his/her sojourn. In addition, the marital status or having a close and steady friend of the opposite sex is crucial to prevent the individual from feeling emotionally lonely.

It is true that loneliness represents a subjective reaction to deficits in a certain aspect of social relationships. However, the questions arise: Are Chinese students really feeling lonely because of the reasons described above? How do Chinese students perceive their feelings of loneliness? Are there differences between their feelings of loneliness and their real situation? What kinds of coping mechanisms seem to work? Here past research seems to be unfortunately sparse. Answers to these questions are the focus of this research.

Hypotheses

The experience of loneliness varies across different periods of time and situations among Chinese students. In order to understand better and explore further, several hypotheses are posed:

1. The shorter period of time the student has been in the United States, the stronger feelings of social loneliness.

2. The longer the student has been in the United States without a close friend of the opposite sex, the stronger feelings of emotional loneliness, but not necessarily lesser feelings of social loneliness.

3. Those single students who have a close and steady partner and those married students who live with their spouses are less likely to feel emotional loneliness.

4. The lesser language difficulty the student perceives, the lesser social loneliness he/she has, and vice versa.

5. The more social involvement with American friends the student has, the lesser feelings of social loneliness.

Chapter 3

Methodology

The General Approach of the Research

The general approach in this research is exploratory in nature and seeks to gather further information regarding how Chinese students perceive and cope with their feelings of loneliness.

This study is mainly a replication of the measure entitled "Emotional/Social Loneliness Inventory (ESLI)" that was conducted in 1987 by Vincenzi and Grabosky (See Appendix A). The ESLI seems to have strong internal consistancy with .85 for emotional and social loneliness and .76 for emotional and social isolation when administered to 324 Americans. The content validity of the ESLI seems evident given Weiss's theory (1973) (Vincenzi and Grabosky,1987). The same scale was used in this study, but it focused on measuring the feelings of loneliness among Chinese students at the University of Texas at Austin (U.T.). Minor changes in the questionnaire were constructed after a simple pilot test (See Appendix B). The author took the advice of many respondents and revised several items with ambiguous wording for the convenience of Chinese students' understanding.

In addition, fifteen open-ended questions were developed and accompanied the scale in order to obtain further information described above (Referred to Appendix B).

Sample

The convenience sample comprised 52 Chinese students--37 from Taiwan and 15 from Mainland China--at the university of Texas at Austin. The survey was informally administered to 85 Taiwan and Mainland China students during April 15 to May 5, 1990. The return rate for completed questionnaires was approximately 61.2%, with 52 questionnaires returned. All participants were volunteers and anonymous.

Materials and Procedures

A six-page questionnaire with a total of 39 items and 15 open-ended questions in English was developed. The questionnaire included the following:

(1) Emotional/Social Loneliness Inventory (ESLI)

The ESLI is a multidimentional scale designed to measure four concepts: Emotional Isolation, Social Isolation, Emotional loneliness, and Social loneliness. Weiss (1973) did not distinguish the terms isolation and loneliness. Vincenzi and Grabosky (1987) suggested that isolation should

reflect an attempt to evaluate one's social network in objective terms, whereas loneliness is a felt depression, a more subjective reaction to a perceived state of isolation.

This scale is based on the contention that there are four separate categories. The working definition for these categories are:

Emotional Isolation : A deficiency in intimacy and attachments in ones current social network (Items #1-8).

Social Isolation : A deficiency in social integration and reassurance of worth in ones current social network (Items #9-15).

Emotional Loneliness : A currently felt deprivation in intimate relationships and attachments (Items #1-8).

Social Loneliness : A currently felt deprivation in social integration and reassurance of worth (Items #9-15) (Vincenzi and Grabosky, 1987, p. 260).

To measure both isolation and loneliness, the ESLI presents each item in a paired format. The first 15 questions in the questionnaire asked, address "What is true in your life", the subjects' valuation of a perceived situation or behavior, measuring Emotional and Social Isolation. The next 15 questions in the questionnaire focus on "How one feels" about a situation, measuring Emotional and Social Loneliness.

Subjects were asked to respond to the statement using a Likert-type scale which is a 0 to 3 scale (Not true to Always true). Four scores were obtained by adding up the numbers of each item which the respondent circled within the category of EI, SI, EL, and SL. The scoring key for ESLI is attached in Appendix C.

(2) Open-ended Data

In order to further explore how Chinese students perceive and deal with the feelings of loneliness, subjects were asked to complete 15 open-ended questions either in English or in Chinese, for convenience sake. These fifteen "why" questions were stated with the loneliness scale, in the second part of the questionnaire. More detailed data will be discussed in the next chapter.

(3) Demographical Data

The third part of the questionnaire regards the basic demographic information of the respondent. The data concerning sex, age, region of origin, academic classification, current marital status, and number of months enrolled at U.T. were gathered. Language competency, social involvement with Americans, and religious support, which were part of the questionnaire, were considered as independent variables.

Data Analysis

During data analysis production SPSS/PC+ statistical package (SPSS Inc) was applied to perform the tests. To gain overall insight into the outcome of the study, frequency distributions for demographic data were computed first.

In the second stage, several statistical approaches were computed to test the hypotheses described in Chapter two. T-tests and Analysis of Variance (ANOVA) statistics were utilized in this stage of analysis.

The third stage of the analysis, although not directly related to the hypotheses, revealed some very interesting findings. For example, several comparisons of feeling lonely reported between Taiwan and Mainland China students, between undergraduate and graduate students, and among students who have different attitudes towards religious support were found using T-tests and ANOVA statistics. The results will be reported in the next chapter.

Chapter 4

Findings of the Study

The Characteristics of Subjects

The demographic data presented in terms of frequency distribution is presented in Table 4.1. The results of frequency distribution show that the majority of respondents fall into 25-29 age category which seems to reflect the age range for the majority of Chinese students at U.T.

Table 4.1.
Demographic Characteristics of Subjects

CATEGORY	FREQUENCY	PERCENTAGE
Sex		
Male	29	55.8
Female	23	44.2
Age		
Less than 20	0	0
20-24	10	19.2
25-29	28	53.8
30-34	9	7.7
40 or over	1	1.9
Region of Origin		
Taiwan	37	71.2
Mainland	15	28.8

(to be continued)

CATEGORY	FREQUENCY	PERCENTAGE
Academic Classification		
Freshman	1	1.9
Sophomore	0	0
Junior	4	7.7
Senior	2	3.8
Graduate in masters program	26	50.0
Graduate in doctoral program	18	34.6
Missing data	1	1.9
Marital Status		
Single without boyfriend /girlfriend	18	34.6
Single with boy/girlfriend who is not at U.T	8	15.4
Single with boy/girlfriend who is at U.T	7	13.5
Married but spouse is not at U.T	4	7.7
Married and living with spouse	14	26.9
Missing data	1	1.9
Length of Enrollment		
Less than 6 months	0	0
6 mo.-12 mo.(included)	17	32.7
12 mo.-18 mo	2	3.8
18 mo.-24 mo	9	17.3
24 mo.-30 mo	0	0
24 mo.-30 mo	11	21.2
Over 36 mo	12	23.1
Missing data	1	1.9

The Frequency distribution of three independent variables, language difficulty, social involvement with Americans, and attitudes towards religious support are found in Table 4.2, 4.3, 4.4. The results indicate that 50% of Chinese students perceive that their language deficiency does interfere with their social functioning very much. This finding coincides with the previous studies reported by Stafford, Marion, and Salter (1980)(See Chapter 2). Moreover, more than 50% of Chinese students in this study reported that they rarely contact American friends on a non-academic basis.

Table 4.2.
Influence of Language Difficulty

CATEGORY	FREQUENCY	PERCENTAGE
Very much	26	50.0
Somewhat	20	38.5
Rarely	5	9.6
Never	0	0
Missing data	1	1.9

Table 4.3.
Social Involvement with Americans

CATEGORY	FREQUENCY	PERCENTAGE
Very often	1	1.9
Sometimes	21	40.4
Rarely	24	46.2
Never	5	9.6
Missing data	1	1.9

Table 4.4.
Attitude Towards Religious Support

CATEGORY	FREQUENCY	PERCENTAGE
Always true	2	3.8
Moderately true	8	15.4
Somewhat true	21	40.4
Not true	17	32.7
Missing data	4	7.7

As shown in Table 4.5, the average scores of isolation are higher than those of loneliness among Chinese students in this study. The results revealed that subjects have an average degree of emotional isolation, but little emotional loneliness, and have little to average degree of social isolation and little to average social loneliness. Furthermore, the results, focused on the feelings of loneliness, displayed that the subjects experienced a little higher degree of emotional loneliness than that of social loneliness.

Table 4.5.
Means on ESLI Scores

CATEGORY	MEAN	DEGREE
Emotional Isolation	6.173	Average
Social Isolation	5.558	Little - Average
Emotional Loneliness	4.788	Little
Social Loneliness	4.250	Little - Average

In addition, there appears no gender difference in the feelings of loneliness. As shown in Table 4.6 and Table 4.7, the degree of social and emotional loneliness reported does not differ greatly between males and females, based on T-test statistics.

Table 4.6.
Gender difference for EL

CATEGORY	# OF CASES	MEAN	SD	2-TAILED PROB.
Male	29	4.6207	4.101	
Female	23	5.0000	3.275	.712

F-Value = 1.57
P > .05
* No significant difference at P < .05 level.
Note: the T-test and P-value were based on the seperate-variance etimate.

Table 4.7.
Gender difference for SL

CATEGORY	# OF CASES	MEAN	SD	2-TAILED PROB.
Male	29	4.2414	3.471	
Female	23	4.2609	2.911	.983

F-Vale = 1.42
P > .05
* No significant difference at P < .05 level.
Note: the T-test and P-value were based on seperate-variance estimate.

Test of Hypotheses

Hypothesis 1: The shorter period of time the students has been in the United States, the stronger feelings of social loneliness.

ONEWAY analysis of variance was used to study the relationship between the length of enrollment and feelings of social loneliness. The results are shown in Table 4.8. Because the significance of F in one-tailed hypothesis, is .2875, which is more than .05, there exists no significant difference. There is no sufficient evidence to reject the null hypothesis regarding no difference in the degree of social loneliness among the students who have been in the United States for different lengths of time. Therefore, Hypothesis 1 was not supported. Students who have been in the United States for a short period of time do not necessarily have stronger feelings of social loneliness.

Table 4.8.
ONEWAY ANOVA of SL by Length of Time

SOURCE	Mean SL	DF.	F-RATIO	F-PROB.
Length				
Group 1	.0000			
Group 2	4.2353			
Group 3	6.0000			
Group 4	4.4444			
Group 5	4.6364			
Group 6	2.9167			
Between group		4		
Within group		40	.7317	.575

One-tailed P = .2875
*No significant difference at p< .05 level.

Hypothesis 2: The longer the student has been in the United States without a close and steady friendof the opposite sex, the stronger feelings of emotional loneliness, but not necessarily the lesser feelings of social loneliness.

Multiple ANOVA was computed to test the hypothesis. As shown in Table 4.9 (a), the first part of the analysis for the Hypothesis 2, using 2-way interactions, the significance levelof .935, was high, there is no interaction effect found. The effect of marital status on emotional loneliness, if any, seems to be no different among students who have been in the U.S. for one year, two years, or three or more years. However, since the significance of F on marital status, is .020, which is less than .05, therefore, the null hypothesis is rejected because there is a different degree of EL among students with different marital status. For the variable of length of time, there was no significant difference because the significance of F= .089 was higher than .05. Thus, there seems to be no different degree of SL among students who have been in the U.S. for one year, two years, and for three years or over, though there does seem to be a trend toward differences due to length of time.

The second part of hypothesis 2 was upheld, as found in Table 4.9 (b). The interaction between marital status and length of time was .021, so we reject the null hypothesis in that there is no interaction effect. The effect of length of time on the degree of SL, if any, seems to be different among single students without a steady partner as among single students with a steady partner and married students. The significance of F= .290, on

marital variable indicated that there is no sufficient evidence to reject the null hypothesis. It seems that students with different marital status have the same degree of SL. Likewise, the F of .756 was high enough to reject the null hypothesis. It is more likely that students who have been in the U.S. for different periods of time still have the same degree of SL.

In sum, the hypothesis was partially supported. The outcome displayed that the longer the student has been in the U.S. does not affect social loneliness, nor emotional loneliness. Nonetheless, single students without a close and steady friend did experience different degrees of emotional loneliness than those students who are married or have close and steady partner. In another words, emotional loneliness has little to do with the length of time in which the students has been in the United States, but relates to the student's marital status. Regarding social loneliness, the length of time and marital status should be mutually accounted for when predicting individual loneliness.

Table 4.9 (b).
ANOVA of SL by Marital Status & Length of Time

SOURCE OF VARIATION	SUM OF SQUARE	DF	MEAN SQUARE	SIGNIF. OF F (P)
Main Effects	16.970	3	5.657	.589
Marital	10.054	1	10.054	.290
Length	4.935	2	2.468	.756
2-Way Interactions				
Marital & Length	73.912	2	36.956	*.021

* No significant difference at p < .05 on Main Effects.
* Significant difference at p < .05 on 2-Way Interaction.

Table 4.9 (a).
ANOVA of EL by Marital Status & Length of Time

SOURCE OF VARIATION	SUM OF SQUARE	DF	MEAN SQUARE	SIGNIF. OF F (P)
Main Effects	135.443	3	45.148	*.020
Marital	72.686	1	72.686	*.020
Length	63.557	2	31.779	.089
2-Way Interaction				
Marital & Length	1.682	2	.841	.935

* Significant difference at p < .05 level on Main Effects.
* No significant difference at p < .05 level on 2-Way Interactions.

Hypothesis 3: Those single students who have a close and steady partner at U.T. and those married students living with their spouse are less likely to feel emotionally lonely.

First of all, the subjects were divided into two categories, students without a mate, with a mate who is not at U.T., and students with a mate who is at U.T.. The results of T-tests are presented in Table 4.10 (a). The one-tailed probability, of .1565, was not significant at $p < .05$ level. The null hypothesis should not be rejected in that the mean emotional loneliness score between single students without a mate and those students who have a mate with them is the same. Therefore, Hypothesis 3 seems to be not supported.

However, further examination regarding the mean emotional loneliness scores for these three groups, single students without a mate (group 1), students with a mate but not at U.T. (group 2), and students who have a mate with them (group 3), reveals a different degrees of emotional loneliness between group 1 and group 2, and between group 1 and group 3. The difference can be observed in Table 4.10 (b). Although Hypothesis 3 was confirmed, the additional findings was consistent with the study reported by Klineberg and Hull (1979), and Pruitt (1978) that living with a spouse decreases loneliness.

Table 4.10 (a).
T-test of EL on Marital Status for Two Groups

GROUP	# OF CASES	MEAN	SD	P
Group 1 (single students without a mate & students with a mate but not at U.T.)	30	5.4000	3.865	
Group 2 (students who have a mate with them)	21	4.0592	3.463	.213

F-Value = 1.25
One-tailed P = .1565
* No significant difference at $p < .05$ level.

Table 4.10 (b).
T-test of EL on Marital Status for Three Groups

GROUP	# OF CASES	MEAN	SD
Group 1 (single students without a mate)	18	6.5556	4.287
Group 2 (students who have a mate not at U.T.)	12	3.6667	2.348
Group 3 (students who have a mate with them)	21	4.0952	3.463

One-tailed P for Group 1 & 2 = .0125; * significant difference at $p < .05$.
One-tailed P for Group 2 & 3 = .3888.
One-tailed P for Group 1 & 3 = .0300; * significant difference at $p < .05$.

Hypothesis 4: The less language difficulty the student perceives, the less social loneliness he/she has, and vice versa.

The results of ANOVA indicates that there is no significant difference at $p < .05$ level. The effect of different perceptions regarding language difficulty on feelings of social loneliness is more likely the same. Further, examining mean Sl scores among four groups, the Table 4.11 reveals that the feelings of SL does not become stronger as the student perceives more negative impact on language deficiency, and vice versa. Hypothesis 4 was not supported.

Table 4.11.
ANOVA of SL by language

CATEGORY	# OF CASES	MEAN	SD
Group 1 (very much)	26	4.5769	3.264
Group 2 (somewhat true)	20	3.0500	2.305
Group 3 (rarely true)	5	6.0000	4.0000
Group 4 (never)	0	0	0

Significance of F = .0879
* No significant difference at $p < .05$ level.

Hypothesis 5: The more social involvement with American friends the student has, the lesser feelings of social loneliness.

As shown in Table 4.12, the significance of F= .0205 indicates that the null hypothesis should be rejected at $p < .05$ level. There is a different degree of social loneliness among students with different degrees of involvements with Americans on a non-academic basis. These results further reveal that those students who are rarely and never involved in social activity with Americans outside of academics differ in the degree of social loneliness from the students who sometimes have social involvements with Americans. It appears that as the frequency of having social involvements with Americans decreses, the students experienced stronger and stronger feeling of social loneliness.

Table 4.12.

ONEWAY of SL by Social Involvement

GROUP	MEAN
Group 1 (very often)	2.0000
Group 2 (sometimes)	2.7143
Group 3 (rarely)	4.9583
Group 4 (never)	6.4000

F-Probability = .0205
* Significant difference at $p < .05$ level.

Additional Findings

Some additional findings were discovered which expand the understanding of the feelings of loneliness among Chinese students.

(1). A comparison was made pertaining to isolation and loneliness between Taiwan students and Mainland China students.

Employing T-test statistics, we find no reason to doubt that the means of EI, SI, EL, and EL are equal. However, it was found that students from Mainland China have higher social isolation, but less social loneliness than Taiwan students. Also, Mainland China students tended to have slightly stronger Emotional isolation and loneliness than Taiwan students, as shown in Table 4.13.

Table 4.13.
Means of EI, EL, SI, & SL
Among Taiwanese And Mainland Chinese

GROUP / F	EI	EL	SI	SL
Taiwanese	5.973	4.6757	5.3784	4.6486
Mainland Chinese	6.667	5.0667	6.0000	3.2667
Sign.of F	.534	.736	.550	.161

* No significant difference at $p < .05$ level.
Note: T-tests and P-values were based on separate-variance estimate.

(2). The second comparison was illustrated in Table 4.14, used T-test statistics. The results indicate no significant differences in emotional and social loneliness between undergraduate and graduate students. However, by examining the means of EL and SL, it was found that graduate students experience slightly higher social loneliness but less emotional loneliness than undergraduate students.

Table 4.14.
Means of EL & SL Between Undergraduates And Graduates

GROUP / P	EL	SL
Undergraduate Students	5.8571	3.8571
Graduate Students	4.7273	4.4091
Probability	.459	.674

* No significant difference at $p < .05$ level based on separate-variance estimate.

(3). The other study was also examined to determine whether there was a difference between EL and SL among students who have different attitudes towards religious support.

ANOVA revealed the results shown in Table 4.15. Since the P for SL is .319, there is no significant difference, indicating no difference in Social loneliness among those groups who have different attitudes towards religious support. However, for EL, it is significantly different at p < .05 level. The outcome revealed that students who think getting involved in the religious activity can help them cope with loneliness and depression is always true differ in Emotional loneliness from the other three groups. And it is interesting that those students who possess positive and strong attitude towards religious support have above average degree of Emotional loneliness.

Table 4.15.
Means of SL & EL on Attitudes Toward Religious Support

GROUP / P	SL	EL
Group 1 (always true)	8.000	12.0000
Group 2 (moderately true)	3.375	4.5000
Group 3 (sometimes true)	4.381	4.9524
Group 4 (not true)	4.000	3.8824
Probability	.3139	.0360

* No significant difference on SL at p < .05 level.
* Significant difference on EL at p < .05 level.

Open-ended Data

In order to further obtain information concerning the way Chinese students perceive whether they feel lonely or not, 15 open-ended questions were asked with each item in the loneliness scale, with following findings:

(1) I don't feel like I have a close friend.
-- Here "a close friend" refers to American friend, a friend from the same country, or both?

Regarding the first question, most of the subjects referred "a close friend" to both and some explained the reason to be that they do not have much time to develop friendships. Of interest are those who did not feel having "a close friend " referred to American friends more so than Chinese.

(2) I'm afraid of trust others.
-- "Others" refer to Americans, people from the same region, or both? And why do you feel this way?

Likewise, the majority of subjects referred friends to "both". Those people who trusted others reported that it was because of their nature, or their previous positive experiences. In contrast, those people who were afraid to trust others tended to report that they were insecure, didn't want to get hurt, or didn't have much time to get to know a person. Some were even afraid that their personal affairs, if shared with friends, would

be revealed, so they tended not to trust others. It seems that the reasons for this question differs from individual to individual, but it could mostly depend upon the individual's personality and thoughts.

(3) I don't feel like I have a mate (or a boyfriend/girlfriend).
-- Why do you feel this way?

Those subjects who responded to this item as not true did so because they had , for example, a finance, a wife, or a boyfriend, or even a set of good friends. Those subjects who circled 1 to 3 reported the reason why being that they didn't have a close friend of the opposite sex, or it took them too much time to choose one. These responses are consistent with Wang's report (1983) that Chinese students because of time-limitation had the difficulty being engaged in intimate relationships with member of the opposite sex.

(4) Those close to me feel burdened by me when I shared my problems.
-- How are you aware of this?

People not having negative feelings toward this statement tended to perceive themselves as open-minded, interesting, or close to their friends. Some didn't feel so because they tended to avoid having to mention personal problems. Those people who to some degree identified with this statement said that it was primarily due to their characteristics, personal thoughts, or previous negative experiences.

(5) I don't feel needed or important to others.
-- Why do you feel this way?

Those who disagree with this statement tended to report mutual sharing, such as, helping each other, and exchanging personal information. Some reported that they felt needed by their boy/girlfriend or their family. The issue of self-esteem seemed involved at this point. And those who agreed with this statement did so because they were apt to be alone, or because they considered that people had their own lives to live; people seldom asked for help from him; or they didn't have time to get involved in social activity.

(6) I feel I cannot share personal thoughts with anyone.
-- Why do you feel this way?

Students who hold positive feelings to this statement were inclined to regard themselves as psychologically healthy. Their responses were, for instance, "I'm not afraid to expose my weakness to others", "I can choose a right person to talk to", or "I am open-minded". In contrast, students who circled 1 to 3 appeared to be more reserved or cautious towards sharing things with others. Some reported that they were afraid that personal affairs would be revealed because most Chinese failed to keep things confidential. Some thought that personal thoughts were too serious to be shared during the busy school life. Some reported that they willfully chose not to do so.

(7) I feel I am not understood.
-- Why do you feel this Way?

Most students who disagreed with this statement reported that because they had a close mate, or had a group of close friends, or considered that they had good communication skills. On the other hand, the majority of the subjects who more or less identified with this statement attributed their agreement to lacking communication skills or language deficiency. Some thought that they did not have enough time or chance to talk to people or express themselves. Some subjects reported that Americans didn't care about their thinking, so they didn't feel understood. Some other subjects think that they don't understand themselves very well, not to mention trying to be understood. A few respondents reported that they felt so because few people cared about them.

(8) I feel unsafe to reach out to others.
-- "Others" means Americans, people from the same country, or both? And why do you feel this way?

Students who didn't feel this way mostly was because of their personal characteristics. The responses are, such as, "I like to make friends", "I trust others", or "I'm optimistic". Contrary to these respondents, students who felt unsafe were inclined not to trust others. Most of them referred "others" to "both" or Americans. Some reports were, for instance, "people around are not very open to each other", "people are hard-understood", "the place and people here are strange to me", or "it takes time to reach out to others". Few subjects who

experienced the highest degree of unsafeness reported that it was because of cultural differences.

(9) I feel lonely.
-- Why do you this way?

Most subjects who gave a negative reaction to this statement reported the reason why being that they didn't have a close mate or a set of close friends here. Homesickness was the other reason leading to feeling lonely, reported by some subjects. Some indicated that because everyone was busy on his own school work, so they didn't have much time left or opportunity to contact others. In addition, some reported that when they felt depressed or got sick they felt lonely.

(10) I feel I am not any part of social group or organization.
-- Please describe the group or the organization you are referring to.

Most respondents referred the group to the Chinese Students Association, to a set of good friends, or to those people from the same geographical region. However, those subjects who to a degree had this feeling considered that they were not part of groups or organizations, or they were not accepted by Americans.

(11) I don't feel like I made contact with anyone today.
-- Why do you feel this way?

Few responses were provided regarding this question. Most of those respondents who did not have this feelings stated that they liked to contact people.

(12) I feel I have nothing to say to people.
-- Do you mean Americans, people from the same culture, or both? And why do you feel this way?

Some subjects thought they had funny things to say, or they liked to share things with others , so they didn't feel this way. Some thought that they had things to say to people from the same culture rather than Americans because of the language barrier. Likewise, some subjects identifying with this feeling considered language and culture background as obstacles resulting in their having nothing to share with Americans. In addition, personal characteristics, and daily mood were the other factors which determine the individual feeling this way or not.

(13) I don't feel I'm being myself when I am with others.
-- Why do you feel this way?

Most subjects responded to this item by focusing on their internal feelings or reactions during the interaction with others. For example, some said, "I feel so when I try to be a social person", "When I can not be totally open; especially when I keep away from my colleagues", or "when I am with strangers".

(14) I fear embarrassing myself around others.
-- "Others" refers to Americans, people from the same country, or both? Why do you feel this way?

Those respondents who didn't feel so referred "others" to "both" or only "people from the same country". Most of them appeared more confident. Some thought that it was because they had experiences of being around many people. In contrast, those students feeling so mostly

considered themselves as shy, not outgoing, lacking good sense of humor, or anxious about making a mistake in front of others. Some even were afraid that they would be despised if they did something wrong or terrible. Some also regarded their language deficiency made them feel this way.

(15) I feel I am not an interesting person.
-- Why do you feel this way?

People who didn't feel so mostly reported that they had good sense of humor, or they knew that they were interesting just because they got positive feedback from their friends. Lacking a sense of humor, regarding themselves as a serious, strict, or a quiet person prevented most respondents from feeling positive towards this statement. It seems that personality is the primary reason for responses to this question.

Chapter 5

This chapter comprises of three sections. The major findings of this investigation are reviewed and discussed in the first section. The next section presents the conclusions drawn from the results of the study. The implications for the counseling are also included. The third section examines the limitations of this study and proposes suggestions for future research.

Discussion

This study basically provides a first step toward understanding the existing phenomenon of loneliness among Chinese students at the University of Texas at Austin, Texas. The results of the ESLI scale was focused on loneliness. The first unexpected finding revealed that there exists a discrepancy between the factual situation (isolation) and the emotional response (loneliness) among Chinese students. Chinese students apparently encountered more isolation than feelings of loneliness. The existing literature and the reports of Chinese subjects provided some explanation for these findings.

Culturally speaking, Chinese tend to underplay all matters of the heart and stress the individuals' proper place and behavior within one's

society (Kuo and Spees, 1983). Song (1985) also reported that "Chinese are emotionally more reserved, introverted, fond of tranquility,... socially over-cautious, habituated to self-restraint" (pp. 53). The present study seemed to also reveal that Chinese students constrainted their emotions and reported less loneliness, even though they encountered a situation that may cause them to feel lonely. In addition, academic demands on time was a frequent response to several open-ended questions. Since Chinese students focus and concentrate on work and academic achievement, they tend to pay less attention to underlying emotions. According to Maslow's theory of hierarchic needs, most Chinese students are too busy studying to experience their emotions and feelings. Loneliness is not a problem for the individual who always has another assignment to finish. There also seems to be levels of individual tolerance to loneliness. For example, an individual may have only few friends, but he/she does not feel lonely at all. Individual differences should help interprete the discrepancy between isolation and loneliness in the study.

Regarding the major hypotheses, most of them were not confirmed but the outcomes still proved valuable. The first hypothesis was not supported. Social loneliness does not seem to relate to the length of time which the student has been in the U.S. From the students' reports, time was not a factor, instead, friendship, language, cultural differences, academic demands were responsible for the feeling of social loneliness.

The second hypothesis was partially supported. The feeling of emotional loneliness is more related to marital status than to the length of

time the students has been in the U.S. The third hypothesis was not supported. However, further examination regarding marital status revealed that single students without any steady and close partner tend to be a high-risk group for feeling emotionally lonely, as compared to those students who have a steady mate.

The forth hypothesis was not supported. Although, over 50 percent of Chinese students experience language difficulties, however fewer language problems do not necessarily mean less social loneliness, and vice versa. This findings implied the importance of English language proficiency programs for Chinese students in promoting their self-confidence for study in the U.S. For the cross-cultural counselor, language difficulty should not be regarded as the only indicator of the individual's social loneliness, or even social isolation.

The fifth hypothesis was supported. The more the student is involved in the social activities with American friends, the lesser the feeling of social loneliness. Since contact with Americans has been considered important during the matuculation of foreign students (Alexander et al, 1976), the counselor should encourage and promote opportunities for Chinese students and American students to socially interact.

The study also found no significant difference of feelings of loneliness between Chinese males and females, nor between undergraduates and graduates.

Chinese students are not all the same. In that light these findings

indicated that Mainland China students experienced more Social and Emotional isolation than Taiwan students. Compared to Taiwan students, Mainland China students tended to experience less emotional responsiveness toward the real situation of social isolation. There is only meager evidence in the literature concerning these difference of emotional behaviors. The question which is raised by these findings as to whether Mainland Chinese students suppress their emotions or are they less conscious of their emotions demands further research.

Concerning the student's attitude toward the religious support, the results revealed that religious support is related to the feeling of emotional loneliness. In fact, high levels of emotional loneliness are positively related to strong belief in religious support. Religious support seems to play an important role for most Chinese students during their foreign study.

Conclusion

On the whole, the results of the study suggests that Chinese students studying in the U.S. possess and exercise social and psychological skills, but they experience cultural and language differences and difficulties which lead to social isolation and potential social/emotional loneliness within American society. The lack of appropriate social and language skills may result in stronger feelings of loneliness for Chinese students. There is no clear-cut factor from the open-ended data as regards feelings of Social or Emotional loneliness. Social and emotional loneliness seem to relate to several general factors, such as, cultural difference, whether involved in a relationship, language, academic demands on time, and personal variables.

According to most Chinese students' reports, the way they cope with feelings of loneliness and vulnerability throughout their time of study in the U.S. is to create and turn to a co-national subgroup as a support group similar to the ones they had in their home country. This tendency is consistent with Wehrly's report (1986). Although most Chinese subjects referred "friends" to co-nationals and Americans as a response to the questionnaire, those who ranked high on the loneliness variable reported they had difficulty understanding Americans and developing successful relationships with them. This perceived difficulty may motivate them to organize groups with co-nationals in order to cope with their social deficits. From this perspective, an orientation to Chinese

culture is likely to provide an essential understanding of the feeling of social loneliness. The reports from the open-ended questions revealed that some students who wished to learn from American culture but did not wish to be assimilated into it experienced a social conflict. Some identified with the co-national subgroup, such as the Chinese Students Association, but still felt deprived of their personal identity in a new country. Illustrative comments are, "the place and people here are strange to me" and "I don't feel I'm being myself when I keep away from my colleagues." Without proper attention to this alienation which results in isolation and feelings of social awkwardness some Chinese students are likely to experience serious emotional problems in their lives while in the U.S. (Rook,1984).

The other common way that Chinese students cope with feelings of social or emotional loneliness is to be involved in a close relationship or an intimate and romantic relationship. Most Chinese subjects in this study perceived their feeling of social loneliness based on the quality and quantity of their relationships. Those ranked higher in the loneliness scale tended to report their deficits in social relationships. On the contrary, those who did not identify with negative statements in the ESLI scale mostly reported that they had a set of good friends or even had a boyfriend or girlfriend. The data suggests that friendships or intimate relationships, to them, serve as significant psychological support and a sense of worthiness in a foreign country. Of particular importance is that a steady and close partner provides incredible power for most Chinese students to

relieve them from the feeling of emotional loneliness.

On the other hand, language is another important reason for feelings of loneliness. In the investigation, over 50% of Chinese students considered English deficiency as a significant hurdle to social contact with Americans. This findings corroborated with the previous research of Reiff (1972), and Gugeielmino and Perkins (1975) (cited in Perkins et al, 1977). Those Chinese students who rated higher in the loneliness scale were conscious that their language deficiency made it difficult in initiating friendship with Americans.

In this study, many subjects mentioned the high amount of time devoted to academic study and subsequent deprivation of social contact. Lacking sufficient time or the opportunity to be socially engaged is a common reason for feeling deprived of a social network among Chinese students. Theoretically, social loneliness would motivate an individual to be in search of activities and support groups (Russell et al, 1984), it is still questionable as to how those students handle this issue. Russell et al (1984) suggested that the socially lonely person tends to feel bored and depressed. Rook (1984) found that lack of social support is associated with stress-related illness and psychiatric disorders. As a result, these students who experienced stressful academic demands and the feeling of social loneliness may potentially become a high-risk group with psychological problems. The counselor should be aware of students with this characteristic. Nonetheless, on the other hand, stressful academic demands seem to serve as an excuse for some Chinese students to feel less

lonely as they encounter an isolated situation. As Wang (1983) reported, some Chinese students are engaged in studying and they feel uncomfortable or have difficulty in social recreation.

In addition, the perception of feeling lonely also has to do with personal characteristics. It is apparent that the individual with open-minded, optimistic, and healthy self-esteem is prone to feel less lonely than the one who possesses a negative self-image. Those Chinese students who rated higher in the loneliness scale tended to report that they were serious, not interesting, mistrusted others, easily vulnerable, and/or not skilled at self-disclosure. These findings are associated with previous studies that show personal characteristics, such as, self-blame for social failures, low feelings of self-worth, and self-consciousness in social interaction predispose some persons to loneliness (Rook, 1984). As the data suggested, low self-esteem appears to be an important factor in the onset and persistence of loneliness. In light of previous studies and the data presented, students with lower self-esteem or negative self-perceptions and who at the same time experience feelings of loneliness may be another potentially high-risk group for emotional and psychological disorders. Likewise, the particular concern should not be drawn from those who reported mistrust with Chinese's confidentiality in the matters of personal privacy and simultaneously reported having difficulty relating to Americans.

Basically, this exploratory investigation provides some answers to the questions raised in the previous chapter. The reasons why Chinese

students feel lonely basically fit the inferences in chapter Two, using Weiss's definitions of social and emotional loneliness. However, there are still some personal factors, such as, personal characteristics or beliefs, attitude toward religious support contributing to their feelings of loneliness. There are obvious differences between the real social situation to which Chinese students were exposed on the U.S. campuse and their personal feelings. According to the ESLI results, Chinese students were somewhat isolated but they did not have as much lonely feelings as there was reality of social isolation. Some possible reasons and their coping patterns were discussed, but further exploration is needed.

In sum, every cultural group has its own unique way of dealing with cultural conflicts and the subsequent personal experiences. The awareness of the culture, individual characteristics and social situation is also necessary to be effective as a cross-cultural counselor. Hopefully, this Report has contributed to further understanding as to how U.T. Chinese students live their learning lives in the United States and thereby strengthen the work of the counselor.

Limitations And Suggestions for Future Research

There are some limitations to this study which may influence the accuracy of the results. First, the ESLI was designed for Americans instead of Chinese students studying in the U.S. The validity of this study is questioned despite the fact that the content validity was high for the original scale. The validity of this loneliness scale with other populations needs to be established. Also, the ability of the measure to detect feelings of loneliness in such different cultural groups such as foreigners should be investigated.

Second, the timing for administration of the survey was questionable in that it was conducted near the end of the semester. Most Chinese students with high academic aspirations usually feel especially uneasy regarding final examinations. This time of personal intensity may make them pay less attention to their deep feelings inside of the heart at the moment. Students' responses to the questionnaire may consequently be distorted.

Third, the convenience sampling of Chinese students tended to limit the generalization of the findings given the under-representation of the whole Chinese students population. Of particular importance is that those who are really isolated or who feel lonely have excluded themselves due to the inherent nature of the survey. Thus, the outcome of this investigation may be biased. A more appropriate approach for sampling should be deliberately considered for any future research.

Fourth, it is hard to address human feelings by asking them "why" questions. Some Chinese students provided feedback about the questionnaire by commenting that it was too difficult to put personal feelings or emotions into a word because feelings are just feelings.

Fifth, due to the unproven validity of measuring feelings (Russell et al, 1980), and the difficulty in differentiating an objective condition of mood and a subjective situation must be considered. Some Chinese subjects commented that they had a hard time separating the real situation and their personal feelings. This problem may have made the interpretation of the study more difficult.

Sixth, Vincerzi and Grabusky (1987) found that social and emotional categories in the ESLI are difficult to completely separate. Likewise, a distinct reason why Chinese students felt social and/or emotional loneliness was not found. Further research is clearly needed at this point, to examine more adequately and accurately these two forms of loneliness.

Since this report was intended to provide a starting point to explore the existing phenomena concerning Chinese students' feelings of loneliness, it is obvious that the research methods employed should be improved upon in future studies. Also, several findings deserve further exploratiion and examination.

APPENDIX A

The Emotional/Social Loneliness Inventory

The purpose of this questionnaire is to help you explore what is "TRUE" in your life versus how you "FEEL" at this time. For example, you may have a mate, but due to a poor relationship, you don't feel like you have a mate. Please use the last two weeks as a guideline to answer these questions.

Please respond to each question by circling the response that best describes you.

Please respond to both categories for each question.

WHAT IS TRUE IN MY LIFE AT THIS TIME.

	Not True	Somewhat True	Moderately True	Always True
1) I don't have a close friend.	0	1	2	3
2) People take advantage of me when I'm involved with them.	0	1	2	3
3) I don't have a mate (or boyfriend/girlfriend).	0	1	2	3
4) I don't want to burden others with my problems.	0	1	2	3
5) There is nobody in my life who depends on me.	0	1	2	3
6) I don't have any relationships that involve sharing personal thoughts.	0	1	2	3
7) There is no one in my life that tries to understand me.	0	1	2	3
8) Nobody in my life really wants to be involved with me.	0	1	2	3
9) I spend a lot time alone.	0	1	2	3
10) I am not part of any social group or organization.	0	1	2	3

	Not True	Somewhat True	Moderately True	Always True
11) I haven't spoken to anyone today.	0	1	2	3
12) I don't have much in common to talk about with those around me.	0	1	2	3
13) When I'm with others, I don't disclose much about myself.	0	1	2	3
14) I don't take social risks (ie, I actively ask for help when I need it).	0	1	2	3
15) People don't think of me as an interesting person.	0	1	2	3

WHAT I FEEL IN MY LIFE AT THIS TIME.

1) I don't feel like I have a close friend.	0	1	2	3
2) I'm afraid to trust others.	0	1	2	3
3) I don't feel like I have a mate	0	1	2	3
4) Those close to me feel burdened by me when I share my problems.	0	1	2	3
5) I don't feel needed or important to others.	0	1	2	3
6) I feel I cannot share personal thoughts with anyone.	0	1	2	3
7) I feel I am not understood.	0	1	2	3
8) I feel unsafe to reach out to others.	0	1	2	3
9) I feel lonely.	0	1	2	3
10) I feel l am not any part of any social group or organization.	0	1	2	3
11) I don't feel like I made contact with anyone today.	0	1	2	3

	Not True	Somewhat True	Moderately True	Always True
12) I feel I have nothing to say to people?	0	1	2	3
13) I don't feel I'm being myself when I am with others.	0	1	2	3
14) I fear embarrassing myself around others.	0	1	2	3
15) I feel I am not an interesting person.	0	1	2	3

APPENDIX B

The Questionnaire

Dear student:

First of all, thank you for being willing to fill out this questionnaire which has to do with my Master's Report.

This questionnaire has two purposes:

One is to explore Asian students feelings about being foreign students in the United States and their needs for counseling.

Second purpose is to provide an opportunity for you to explore **what is true** in your life versus **how you feel** at this time. For example, you may have a mate, but due to a poor relationship, you don't feel like you have a mate.

Please Use the past two weeks as a guideline when you answer these questions.

Your responses to this questionnaire will be kept absolutely confidential.

Sincerely Yours

WenChun Cho

Please answer each question by circling the response **that is TRUE in your life at this time.**

	Not True	Somewhat True	Moderately True	Always True
1) I don't have a close friend.	0	1	2	3
2) People take advantage of me when I'm involved with them.	0	1	2	3
3) I don't have a mate (or boyfriend/girlfriend).	0	1	2	3
4) I don't want to burden others with my problems.	0	1	2	3
5) There is nobody in my life who depends on me.	0	1	2	3
6) I don't have any relationships that involve sharing personal thoughts.	0	1	2	3
7) There is no one in my life that tries to understand me.	0	1	2	3
8) Nobody in my life really wants to be involved with me.	0	1	2	3
9) I spend a lot time alone.	0	1	2	3
10) I am not part of any social group or organization.	0	1	2	3
11) I haven't spoken to anyone today.	0	1	2	3
12) I don't have much in common to talk about with those around me.	0	1	2	3
13) When I'm with others, I don't disclose much about myself.	0	1	2	3
14) I don't take social risks (ie, I actively ask for help when I need it).	0	1	2	3
15) People don't think of me as an interesting person.	0	1	2	3

After you answer the above items, the following questions ask about **what you FEEL in your life at this time.** Please **focus on** your **feelings** when you answer each question. Please please answer each open-ended question either in English (I'll really appreciate that if you do) or Chinese no matter which number you circle.

	Not True	Somewhat True	Moderately True	Always True
1) I don't feel like I have a close friend. Here "a close friend" refers to American friend, a friend from the same country, or both?	0	1	2	3
2) I'm afraid to trust others. "Others" refers to Americans, people from the same country, or both? Why do you feel this way?	0	1	2	3
3) I don't feel like I have a mate (or boyfriend/girlfriend). Why do you feel this way?	0	1	2	3
4) Those close to me feel burdened by me when I share my problems. How are you aware of this?	0	1	2	3
5) I don't feel needed or important to others. Why do you feel this way?	0	1	2	3
6) I feel I cannot share personal thoughts with anyone. Why do you feel this way?	0	1	2	3

	Not True	Somewhat True	Moderately True	Always True
7) I feel I am not understood. Why do you feel this way?	0	1	2	3
8) I feel unsafe to reach out to others. "Others" means Americans, people from the same country, or both? And why do you feel this way?	0	1	2	3
9) I feel lonely. Why do you feel this way?	0	1	2	3
10) I feel I am not any part of any social group or organization. Please describe the group or the organization you are referring to?	0	1	2	3
11) I don't feel like I made contact with anyone today. Why do you feel this way?	0	1	2	3
12) I feel I have nothing to say to people? Do you mean Americans, people from the same culture, or both? And why do you feel this way?	0	1	2	3
13) I don't feel I'm being myself when I am with others. Why do you feel this way?	0	1	2	3

	Not True	Somewhat True	Moderately True	Always True
14) I fear embarrassing myself around others.	0	1	2	3

"Others" refers to Americans, people from the same country, or both?
Why do you feel this way?

15) I feel I am not an interesting person.	0	1	2	3

Why do you feel this way?

The following questions are for statistical purposes, to help me analyze the survey results.
Please circle the number of each alternative.

A) Sex
1. Male 2. Female

B) Age
1. less than 20 2. 20 - 24
3. 25 - 29 4. 30 - 34
5. 35 - 39 6. 40 or over

C) Country of Origin
1. R.O.C. 2. Mainland China

D) Classification
1. freshman 2. sophomore
3. junior 4. senior
5. graduate student in masters program
6. graduate student in doctoral program

E) Current Marital Status
1. single without boyfriend/girlfriend
2. single with boyfriend/girlfriend who is not at U.T.
3. single with boyfriend/girlfriend who is at U.T.
4. married, but your spouse is not at U.T.
5. married and living with your spouse.
8. others

F) How long have you been in the U.S.A.?

1. less than 6 months
2. 6 mo. - 12 mo (included)
3. 12 mo. - 18 mo.
4. 18mo. - 24 mo.
5. 30 mo. - 36 mo.
6. over 36 mo.

G) I think that my language competence influences my communication and social contact with Americans.

1. very much
2. sometimes
3. rarely
4. never

H) I get involved in social activities (ie, religious, recreational activities) with Americans outside of academic activities.

1. very often
2. sometimes
3. rarely
4. never

I) I think that getting involved in the religious activity can help me cope loneliness and depression.

1. always true
2. moderately true
3. somewhat true
4. not true

Thank you very much for your time and patience !!
Please make sure that you did not miss or skip any question.

Do you have any other comment or feelings that you want to say about studying in an foreign country for such long period of time? If you do, please write down in the following space either in Chinese or English. *I'll especially appreciate this additional information.*

APPENDIX C
Emotional/Social Loneliness Scoring Key

The data for this scoring key are based on a sample of 324 subjects. The four scoring groups below were based on increments of one-half of a standard deviation from the mean. This was true for each of the categories. The column "What is true in my life" indicates the degree of emotional or social isolation that exists in one's life.

Emotinal isolation is measures by adding items ont through eight.

Social isolation is measured by adding items nine through fifteen.

* A score of 0 - 5 indicates little or no isolation.
* A score of 6 - 8 indicates an average level of isolation.
* A score of 9 - 12 indicates an above average level of isolation.
* A score of 13+ indicates severe isolation problems.

The column "What I feel in my life" examines two types of loneliness, emotional and social loneliness.

Emotional loneliness can be measured by adding items one through eight.

* A score of 0 -5 indicates little or no emotional loneliness.
* A score of 6 - 10 indicates the level of emotinal loneliness is average.
* A score of 11 - 14 indicates an above average level of emotional loneliness.
* A score of 15+ indicates severe emotional loneliness probelms.

Social loneliness can be measured by adding items nine through fifteen under the column "What I feel In my life".

* A score of 0 - 4 indicates little or no social loneliness.
* A score of 5 - 9 indicates an average degree of social loneliness.
* A socre of 10 - 13 indicates an above average degree of social loneliness.
* A score of 14+ indicates severe social loneliness problems.

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